DOCUMENT RESUME

ED 266 004 RC 015 628

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TITLE A Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
PUB DATE Dec 85
NOTE 70p.; For related document, see RC 015 629. Master of Arts paper, University of Wisconsin-Madison.
PUB TYPE Reports - Descriptive (141) -- Dissertations/Theses - Master Theses (042)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Cooperative Programs; *Correspondence Study; Dropout Characteristics; Educational Cooperation; Educational Needs; *Independent Study; *Migrant Education; Migrant Youth; Nontraditional Education; Secondary Education; *Secondary School Students; Student Needs; *Student Problems; *Supplementary Education
IDENTIFIERS Credit Accrual; Migrant Student Record Transfer System; *Portable Assisted Study Sequence Program; Wisconsin

ABSTRACT

The paper traces Wisconsin's adaptation of the California Portable Assistance Study Sequence (PASS), a semi-independent correspondence type study program, for junior high and senior high school migrant students. Educational needs and problems of the approximately 500 migratory secondary school students who attend Wisconsin schools are described. An overview of national, state, and local migrant education funding and programs is provided and the Migrant Student Record Transfer System (MSRTS) and California PASS program are explained. The interstate coordination activities which led to the 1985 implementation of PASS and the Wisconsin-originated Mini PASS are outlined and the programs' features are described. The Wisconsin programs address migrant student needs in several ways, including compatible scheduling of work and school, academic and career counseling, social activities, respect for cultural heritage, and involvement of parents in the instructional program. Among factors necessary for program success are maintaining student motivation, preventing feelings of isolation, supporting parent involvement, coordinating interstate cooperation, and providing appropriate support services. A speech given in Spanish to 1985 migrant high school graduates is appended. (LFL)

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A SUPPLEMENTARY SECONDARY SCHOOL PROGRAM FOR THE CHILDREN OF MIGRATORY AGRICULTURAL WORKERS IN WISCONSIN

by

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A paper submitted in partial fulfillment of the
requirements for the degree of

MASTER OF ARTS
in the
Department of Educational Policy Studies
of the

UNIVERSITY OF WISCONSIN-MADISON

December
1985

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PREFACE

The purpose of this paper is to trace the development of one educational policy designed to address the needs of the more than five hundred junior high and high school aged children of migratory agricultural workers who attend secondary schools in Wisconsin each year. It is the story of the adoption and adaptation of the California Portable Assisted Study Sequence program by the Chapter 1 Migrant office of the Wisconsin Department of Public Instruction.

The paper is divided into four parts. Part One describes the educational needs of the children of migratory agricultural workers and outlines the problems migratory students encounter in Wisconsin schools. Part Two reviews the actions taken at local, state, and federal levels to meet the educational needs of migrant students. Part Three contains a comprehensive description of Wisconsin's semi-independent study Chapter 1 Migrant programs known as PASS and Mini PASS. Part Four presents support for the educational policy which has been instituted and examines the limitations of the program.

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PART ONE

In the springtime, tens of thousands of children of migratory farmworkers leave home with their families to enter the migrant streams. Students leave school before the second semester is completed knowing they will not return until late in the fall, long after school has started. For these children there is no thrill of showing off report cards on the last day of school or of proudly announcing promotions to the next grade to family and neighborhood friends. Often the students do not know when they leave whether credit will be granted for the work they have completed, if they will be required to repeat a course, or if they have passed from one grade to the next. For junior high and high school students there is no signing of year books, no swapping of class pictures, and all to often, no graduation. Available evidence suggests that fewer than one in four students in the United States who enter the agricultural migrant stream will receive a high school diploma; some predictions are as low as one in ten. That ratio of one out of four students remaining in school until graduation is precisely the opposite of the national figures of three out of four students that caused America to refer to

itself as a nation at risk. According to the national data gathered by the Migrant Student Record Transfer System for the 1980-81 school year, the number of eligible migrant students who were enrolled in instructional programs at the first grade level was approximately twice that of the students enrolled at the ninth grade. Less than one fourth of the first grade figure, according to the computer data, were served in grade twelve. Wisconsin performance data for the 1982-83 school year show that twelfth grade service is seventeen percent of the first grade figure. While the figures are influenced to some extent by economically improved families leaving the migrant stream and by the limited number of school programs being provided at the upper grade levels, the most significant factor contributing to the statistics is the number of migrant students who drop out of school.

Every year more than five hundred educationally disadvantaged junior high and high school age children of migratory agricultural workers attend secondary schools in Wisconsin. These students come from other parts of the United States with their families seeking employment in Wisconsin's agricultural industry. Wisconsin, America's dairyland, placed eighth in the nation in 1984 with the production of agricultural commodities valued at more than five billion dollars. In addition to being

a national leader in dairy and livestock production, Wisconsin ranked twenty-second in vegetable production and food processing which accounted for over one billion dollars in total cash receipts. In 1984, Wisconsin stood first in the nation in the production of green peas, snap beans, beets for canning, and cabbage for sauerkraut; it was second in sweet corn for processing, and third in the processing of lima beans, cucumbers for pickles and tart cherries. In 1983 figures reported by the Wisconsin Department of Agriculture, Trade and Consumer Protection, expenses for hired labor needed to support dairy, livestock and crop production activities exceeded four hundred million dollars.

Included in that cost were wages paid to the temporary migratory agricultural laborers hired by Wisconsin growers and canners to meet their needs for large numbers of skilled workers during the growing and harvest seasons. Despite a decline from fifteen thousand seasonal workers in 1955 to four thousand in 1985, Wisconsin continues to rank in the top half of the fifty states in the production of those crops requiring hand labor for cultivation, harvesting and processing. Wisconsin's requirement for seasonal labor begins in March and peaks in August. The state's need for labor remains high through the month of November and ends in December. It is the need for a

temporary labor force working on an agricultural calendar which overlaps the school year calendar that contributes to the educational disadvantages suffered by migrant students. The one disadvantage experienced by all migrant students, regardless of their classroom performance, is that of an interrupted education.

In the summer of 1984, Wisconsin's junior high school aged migrant students from the school districts of Berlin, Wautoma, and Wild Rose took part in a national study sponsored by the Interstate Migrant Secondary Services Program. The special IMSSP junior high project was developed to learn the reasons students would give for dropping out of or staying in school. It was apparent that even when the act of dropping out occured in high school, the decision to leave school before graduation was often made in junior high. For purposes of the IMSSP study, educational disadvantages or problems were divided into two categories: those which the students identified as having been created by institutional or school factors, and those that were of a personal nature and influenced by the home. Occasionally, a factor such as language fit into both groups; the division of educational disadvantages by home and school factors, however, was helpful to the identification and understanding of the specific needs of migrant

students in secondary schools. One of the most frequent school problems cited by the students was their limited opportunity to participate in school sponsored extra-curricular activities. This problem appeared to be caused by the mobility of the migrant lifestyle and by a lack of awareness on the part of the school personnel of the importance of reaching out to and including migrant students in the selection of students for athletic teams, service clubs, and school societies at the beginning of the school year. Currently, migratory students are sometimes selected-out on the basis that they will not be present long enough to complete an athletic season or to appear in a final event or performance.

Attendance was one of the institutional factors recognized as a problem for migrant students. Attendance problems are caused not only by the high mobility of the family's lifestyle, but also by a perceived need for students to work to contribute to the family income. Working students frequently remain invisible to local school attendance personnel. Local authorities aware of working students sometimes fail to enforce district attendance policies in the same manner for migrant students as they do for other children in the community. The problems associated with attendance are compounded at the high school level where, if the formal procedure

occurs at all, local school boards unquestioningly process the voluntary withdrawal from school of migrant students. While the need for labor does not appear to be so great as to cause local youth to be kept out of school, migrant high school students who drop out of school do so witn the consent of their parents to work for Wisconsin's agricultural employers. Parents of migrant students, who are often school dropouts themselves, may not always recognize the impact that mobility, frequent school absences, and dropping out of school will have on their children.

The coordination of junior high and high school class schedules between Wisconsin's school districts and homebase schools is another significant school problem for migrant students. Junior high and high school class offerings vary from school district to school district within Wisconsin, and promotion and graduation requirements differ from district to district and state to state. When class schedules are perfectly matched to the homebase, there is disparity in the course content. Textbooks seldom, if ever, correspond within the same courses. When the appropriate courses are scheduled and classes are completed, the problems associated with the transfer and acceptance of academic records between schools continue to exist as school factors which

contribute to dropping out of school before graduation.

Year after year, seasonal farmworkers are employed in rural Wisconsin communities in which other Spanish speaking families seldom reside. An obvious barrier to staying in school for Wisconsin's migrant students is the contrast of the two cultures in which the students live. Greater than eighty-five percent of Wisconsin's migrant students are of Mexican-American descent and live in homes where Spanish is spoken. It should be noted that while this is true for the majority of Wisconsin's migratory workers, approximately sixty-five percent of the nation's migratory labor force is Hispanic, and Anglo and Black workers are in the majority in some states. Bilingual Spanish and English speaking professional and non-professional residents have tended to locate in or near Wisconsin's larger cities where their skills are in demand and where adequate professional opportunities exist. It is not surprising that migrant junior high school students taking part in the study identified language as both a home and a school factor contributing to their educational problems. Academic progress is made more difficult for students of limited English proficiency when the Spanish speaking skills of local school personnel in the rural schools the students must attend are limited or non-existent.

Students are frequently placed in grades based upon their reading ability in English, which to them is a second language, and experience the embarrassment of being older than their classmates. Parent involvement, a proven

Parent involvement, a proven contributor to school success, was another of the home problem areas for migrant students. Migrant parents are in Wisconsin to earn as much as possible for their families before they move on to their next jobs. As strangers in Wisconsin communities, they, too, experience cultural contrasts and difficulties in becoming involved in the education of their children. Some of the difficult may be attributed to the parents' own limited school experiences and limited English language proficiency. Much of the problem should be recognized as the impossibility of their learning the inner workings of every school district in which they reside while moving from one community to the next in the migrant stream.

Also affecting school performance is the house itself. Living quarters, frequently provided by the employer, are not expected to be large enough to provide adequate space for every student in the family to do homework. Often times there is no privacy available for the student at all, nor might there be time in which to do school work if there were an appropriate space.

Children of migratory agricultural workers are commonly given responsibility for the care of younger children in the family at an early age. Few children in the migrant stream experience formal early childhood instruction and many youngsters do not start school at all until they reach an age and situation in which attendance is compulsory. Early roles of responsibility at home and work contribute to the appearance of maturity exhibited by many migrant junior high and high school students who often have had more exposure to adult associations than their non-migrant classmates as a result of work and travel. Despite appearances, low income and constant mobility may lead to feelings of insecurity in students. Contributing to feelings of insecurity is the reality that migrant students must leave their old friends and make new ones wherever they travel. The stresses of poverty and inadequate education can also lead to teenage pregnancy and early marriage, another of the personal and home factors given by students as reasons for dropping out of school. When parents cannot be as actively involved in the education of their children as they would like to be, the need of their children for academic guidance and personal counseling is increased. Unfortunately, opportunities for school counseling are generally few for migrant

students, and the limited time available with school counselors must be used to coordinate class schedules with homebase schools, rather than to explore personal goals and career plans.

The unavoidable interruptions to educational continuity and the previously cited barriers to successful completion of high school were sufficient to prevent three out of four migrant students from receiving high school diplomas. To these obstacles are now added recent national efforts at school reform. In response to the cry of a nation at risk, thirty-five states, including Wisconsin, have enacted laws increasing requirements for high school graduation.

Accumulation of the required number of credits for graduation was already outside the reach of three out of four students who were part of the migrant stream. Migrant students now face a more difficult task than ever before. In the past, conflicting cultural and economic messages have made it difficult for migrant students to remain in school until graduation and to forego immediately available wages for the promise of greater financial gain after high school graduation. That graduation appears now to be even further out of reach for migrant children.

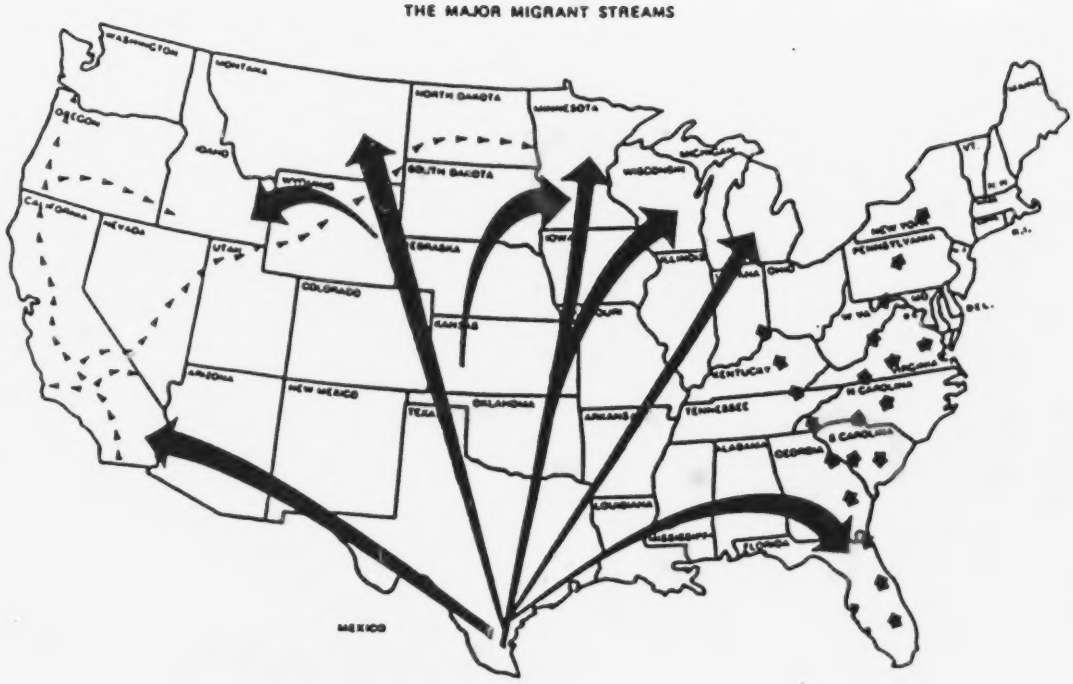
PART ONE: SUMMARY

As a result of the need for a skilled and temporary farm labor force when local labor is insufficient to meet the need, Wisconsin continues to attract thousands of migratory workers every year. The junior and senior high school age children of those workers, oftentimes contracted seasonal employees themselves, are educationally disadvantaged to varying degrees; many are or will become school dropouts. The educational problems of migrant students are both school and home related. Teenage migrant students experience having to choose between working to contribute to the family income and going to school. They face enrolling in Wisconsin schools where their home language is neither understood nor spoken, and where the curriculum does not correspond to that of their home school. It is common for migrant students to be placed in grades based upon their reading ability in English, which to them is a second language, and to experience the embarrassment of being older than their classmates. For these young people there is little or no participation in extracurricular activities or social events. The economic stresses of poverty and the social stresses of early marriage frequently add to their unique

problems. It is appropriate to conclude that the children of migratory agricultural workers are educationally disadvantaged and that until technological or other changes in farm production eliminate the need for seasonal workers, Wisconsin schools will continue to serve hundreds of junior and senior high school age children of migratory workers every year.

(The first section of this paper was presented in the Special Needs Section workshop on October 9, 1985 at the State Superintendent's Annual Conference for Supervisors and Directors of Instruction in Madison, Wisconsin.)

THE MAJOR MIGRANT STREAMS



Migration occurs primarily in three distinct streams that originate in California, Texas, and Florida.

The western stream flows from California to Washington, Oregon, and the Rocky Mountain States.

The midwestern or central stream begins in Mexico and Texas and extends northward into Illinois, Wisconsin, and Michigan.

The eastern stream goes from Florida northward along the eastern seaboard.

Reprinted from:
Analysis of Migrant Characteristics of Children Served Under the Migrant Education Program
Washington: U.S. General Accounting Office, May, 1983

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PART TWO

Wisconsin places twenty-second among the fifty states in vegetable production and food processing activities requiring intensive hand labor. Wisconsin also ranks about midway in the nation in the number of children of agricultural workers served in educational programs as counted by the Migrant Student Record Transfer System. Until the enactment of federal migrant education legislation, educational services for the children of migratory agricultural workers in Wisconsin consisted primarily of daycare and preschool programs operated by nonprofit organizations to meet the custodial needs of the younger children. A limited number of daytime summer school projects sponsored by local churches, schools, and other service agencies were available to elementary school aged students. Programs for teenaged children were generally of a social or religious nature and available instructional programs were outside of the normal elementary and secondary public school system. Actions taken on behalf of migrant students within an individual state did not begin to meet the needs for the transfer of credits and continuity of curriculum for secondary students who attended schools in more than one state

during the school year. In order to examine the actions taken on a significant scale to meet the educational needs of Wisconsin's junior high and high school aged migrant students, it is necessary to look beyond the borders of the state of Wisconsin.

Wisconsin's median position in the provision of programs to children of migratory workers indicates that other states have lesser and greater numbers of migratory students in their schools. School and family problems associated with temporary student populations vary depending upon several factors; included in these factors are the length of time the family resides in the school district, the time of year the students are present in the district, the number of students present, and the degree to which the ethnic and racial heritage of the migrant group is the same as or different from the resident population. All of these factors will impact on the educational success of the junior high and high school migrant students. In those states in which the number of students is significantly greater and the ethnic heritage of the migrant students is similar to that of the local population, the family related problems are lessened, although the problems associated with school continue to create educational disadvantages.

The enactment of Title I of Public Law 89-10, the

Elementary and Secondary Education Act of 1965 was intended to meet the needs of all educationally deprived children. The original ESEA Title I legislation authorized financial assistance to meet the needs of educationally deprived children living in areas with high concentrations of low-income families. In November of 1966 it was determined that an amendment was needed because of evidence that the programs developed in the first year of the legislation were not reaching migrant students. The schools' Title I program plans were frequently based upon educational needs assessments conducted when migratory students were not present in the district. Additionally, local Title I allocations were usually insufficient to meet the needs of all of the resident students identified as educationally disadvantaged and eligible for the program. Many Title I programs were filled when the migrant children came into the school district.

The unanticipated problem appeared to be that Title I allocations were based upon the local population. Funds were allocated for children aged 5 to 17 years old and living in families with incomes below the poverty level of $2,000 in the 1960 national census, and for families receiving payments under the program of aid to families with dependent children as determined by 1962

data. District allocations were already inadequate to meet local needs by 1965. The same 1966 amendments that created the a special entitlement for the children of migratory agricultural workers also increased the formula of entitlements for all educationally disadvantaged children. The 1960 low income factor was raised from $2,000 to $3,000 and the basis for the AFDC count was changed from the constant 1962 figures to the most recent data available; special programs for Indian children and additional funds for students residing in institutions for neglected or delinquent children were also added.

In 1966, additional funds were added to each state's basic grant. The additional migrant funds first came from a separate count based upon a percentage of the Department of Labor's estimate of adult migrant workers in the state. The counting of migrant children for purposes of allocating Title I funds to state agencies required a system, however, that was even more precise. With the Educational Amendments of 1974 (P.L. 93-380), the funding system was changed from the Department of Labor's figures to actual counts of migrant children identified in each state and reported on the Migrant Student Record Transfer System. The MSRTS became not only a national computerized system for the exchange of educational information between state educational

agencies but also the data base used for funding the national migrant education program. It was necessary for local districts to have additional funds which would not detract from services available to local children before school districts could provide appropriate services to migrant children.

Efforts to attract federal support for a program for migrant children were made difficult by the fact that monies would have to be allocated to states and counties in which migratory agricultural workers were employed but were not registered voters. It was necessary for supporters of migrant education legislation to develop a concern among state representatives for migrant children as the nation's students. On August 5, 1966, the U.S. House of Representatives Committee on Education and Labor submitted the following report with its recommendation to amend the Elementary and Secondary Education Act of 1965:

> "The children of migratory agricultural workers present a unique problem for educators. Migratory workers travel from community to community in order to work. They often settle in a single community for 2 months or less. Consequently, their children are seldom in school long enough to participate in school activities; some spend only 2 to 6 weeks in any one school district during the harvest season. Well over half of all migrant children are not achieving at their grade level; a

> substantial number of them are 2 years or more behind in their schooling. The committee has, therefore, made special provisions for the education of migratory children of migratory agricultural workers. The amendment offered by the committee will permit the Commissioner to make grants to state education agencies for the purpose of establishing special education programs for these children. It is expected that the State educational agencies will be imaginative in designing these special programs and that they will cooperate among themselves whenever it is appropriate. The Office should exercise leadership in bringing States together to coordinate services and programs so that continuity of education of children is achieved. If a state educational agency is unable or unwilling to carry out this program, the amendment provides that the Commissioner is authorized to contract with another public or nonprofit private organization to carry out the program."

In November of 1966, with the passage of Public Law 89-750, a national migrant education program was created.

Public Law 89-750 amended Title I of the Elementary and Secondary Education Act of 1965 (Public Law 98.10), to provide federal funds to assist state agencies in their efforts to meet the educational needs of the children of migratory farmworkers. Following the 1966 law to provide supplemental funding to state and local agencies to meet the needs of school age migratory children of migratory agricultural workers, the Education

Amendments of 1974 extended services to the children of migratory fishers, to preschool age children, and to formerly migrant children, children of families who had settled out of the migrant stream within the past five years. Services to formerly migrant children were particularly important when families had settled out in areas where they became distinctly minority populations; the preschool services were added in an effort to provide early intervention in programs which had already been shown to be effective. Full scale, state coordinated educational programming for all children of migratory agricultural workers began in 1966 with the enactment of Public Law 89-750 .

Goals for the migrant education program were adopted by the National Association of State Directors of Migrant Education in 1979. Accepted across the nation, NASDME's goals are based on legislative mandates to establish and improve supplemental programs of instructional and support services for the children of migratory workers and fishers. Each state is responsible for developing a state plan for migrant education which reflects the national program goals in an effort to ensure educational continuity through coordination of programs and projects among the states. The following is a list of the NASDME goals:

1. Specifically-designed curricular programs in academic disciplines based upon migrant children's assessed needs.

2. Success-oriented academic programs, career options and counseling activities and vocational skill training that encourage migrant children's retention in school and contribute to success in later life.

3. Communication skills programs which reflect migrant children's linguistic and cultural backgrounds.

4. Supportive services that foster physical and mental well-being, when necessary for migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional, and psychological services.

5. Programs developed through interagency coordination at the federal, state, and local levels.

6. A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of the migrant children's academic and social skills.

7. Staff development opportunities that increase staff competencies in the cognitive, psychomotor and affective domains.

8. A component to properly identify and enroll all eligible migrant children.

9. Preschool and kindergarten programs designed to meet migrant children's development needs and prepare them for future success.

10. Development, evaluation and dissemination of information designed to increase knowledge of program intent, intra- and interstate program development; contribution of migrants to the commmunity, and total effect of the program.

11. The assurance that sequence and continuity will be an inherent part of the migrant child's total education program through the development of a system which should facilitate the exchange of methods, concepts, and materials, and the effective use of the MSRTS component for inter- and intrastate communication in the exchange of student records.

The implementation of programs based on the national goals of the migrant programs resolved many of the school problems of the nation's migratory children.

In 1981, the Congress retained the major portion of the successful Elementary and Secondary Education Act of 1965 and its subsequent amendments in the Educational Consolidation and Improvement Act. The intention of ECIA was to eliminate burdensome and unnecessary paperwork and to return control of educational programs to the local school district. The legislation that had been ESEA Title I became, with certain modifications, ECIA Chapter 1. Chapter 1 remained a separate, categorical grant and was not included in the block grant of twenty-eight previous federal educational titles and sections which were consolidated into ECIA Chapter 2.

It is not certain why Title I remained categorical and was spared from inclusion in Chapter 2; many of the theories attribute the high visibility of the ESEA Title I programs to parents across the nation with the program's resistance to efforts of consolidation. Title I

Migrant legislation assisted the parents of thousands of migrant children to become more involved in their children's education. Although general requirements for parent consultation existed in earlier ESEA legislation, the Education Amendments of 1978 contained specific requirements for the establishment of parent advisory councils for all Title I programs, migrant and non-migrant alike. Section 125 "Parental Involvement," of P.L. 95-561, gave clear responsibilities for advisory councils to provide advice in the planning, implementation, and evaluation of local and state Title I programs.

The mandated parent advisory councils were dropped from the legislation for regular Title I programs and returned to a requirement for consultation with parents when the Education Consolidation and Improvement Act of 1981 was passed. After a short period of uncertainty as to whether the advisory council requirement would also be dropped for Title I Migrant programs, the previous Section 125 of the legislation was completely reinstated for Chapter 1 Migrant programs operated under ECIA. Local parent advisory councils and a state advisory council helped parents to become involved in their children's education in Wisconsin and across the nation. The Wisconsin Department of Public Instruction maintained the State Superintendent's Advisory Council on Migrant

Education which, according to its bylaws, must consist of a majority of parents of children eligible to be served. The network of parent councils also helps migrant parents to participate in regional and national training programs designed to improve the meaningful involvement of parents in the education of their children.

State agencies may choose to operate Chapter 1 migrant programs directly or through subgrants to local education agencies or other public agencies. Wisconsin uses the subgrantee system to conduct programs in 20 local school districts and three regional cooperative educational service agencies. The emphasis of ESEA Title I Migrant programming operated by the Wisconsin Department of Public Instruction and other state educational agencies in the nation was on elementary level projects in the early years of the program. In 1972, Wisconsin began to offer evening instructional programs for teenage students with a variety of academic and vocational offerings in six school sites across the state. Evening Driver Education programs taught by state certified instructors attracted large numbers of students who had worked in Wisconsin's fields.

Older students, attracted by vocational and elective classes, also took other basic skills classes required for participation in the program. Unfortunately,

providing the instructional programs did not alone lessen the problems associated with the transfer of credit for secondary students. Programs operated by Cooperative Educational Service Agencies in particular, agencies which had realized great successes with appropriate elementary day programs for the development of basic skills and the expansion of cultural awareness, were not in a legal position to grant credit for secondary level course work. Credit granting is a privilege limited to local boards of education in Wisconsin. The interstate and intrastate transfer of credits was a school problem that required more than one state and one special program to remedy.

The interstate coordination of curriculum content and other necessary instructional and support services is mandated in the ECIA Chapter 1 Migrant legislation, as it was in ESEA. The present Section 201.2 of the ECIA federal regulations, commonly referred to by the old ESEA section number of 143, contains a provision for special, discretionary monies for interstate and intra-state projects. One of those discretionary 143 projects, the Interstate Migrant Secondary Services Program of Oneonta, New York, served as the agency of interstate coordination for the dissemination of information and coordination of programs developed by individual states

to address the problem of credit transfer for secondary level Chapter 1 Migrant students. IMSSP and the Texas Interstate Migrant Program in Pharr, Texas designed credit transfer forms to be used between schools within the migrant stream and offered interstate programs for the exchange of school visits to Chapter 1 Migrant school personnel.

The Migrant Student Record Transfer System, MSRTS, another of the discretionary interstate and intrastate coordination activities authorized and funded by federal legislation, is a unique national computer network which facilitates the transfer of student records as the students move within the migrant stream. Every migrant child served in a school program is assigned an MSRTS identification number. This student I.D. number establishes an educational and health record in the national data bank at Little Rock, Arkansas which can be sent to the child's next school upon request. In addition to individual student records, MSRTS produces a variety of enrollment reports for use by program administrators. In 1985, the MSRTS completed the implementation of its Secondary Credit Accrual Matrix. The MSRTS matrix is the first electronic system of informing the current school of the requirements of the high school of graduation, as chosen by the student, and of providing an informational

transcript of the students record. A unique feature of the MSRTS Secondary Credit Accrual Matrix is the ability of Chapter 1 Migrant staff to consolidate partial credits accumulated by the students in several states into final credit which can contribute to grade promotion and graduation.

The problem of the disparity in course content between districts was solved for one state with the development of a high school correspondence course for Title I Migrant students. California, the state that serves the largest number of migrant students in the nation, developed the Portable Assisted Study Sequence Program to meet the needs of students who traveled from harvest to harvest within the state. Beginning in 1968 and continuing to expand through today, PASS was developed to assist migratory students to obtain a quality education and to reduce the number of dropouts among high school students. In 1985, PASS programs offer students in California and other states an opportunity to continue their education in a correspondence type instructional program. California's PASS program served as the model for the special alternative migrant education programs developed in Wisconsin to meet the needs of junior high and high school students. The nationwide success of the PASS type program of independent study

may prove to be particularly advantageous to female migrant students who, for a variety of reasons, have not been able to fully benefit from previous alternative programs which often required evening school attendance or enrollment in a residential school program such as those offered in the High School Equivalency Program. The HEP program was one of the early responses to the high school dropout problem funded by the U.S. Department of Labor.

The recent national focus on secondary education, and the emphasis of Wisconsin's Superintendent of Public Instruction on the retention of secondary students through graduation, has resulted in the commitment of a portion of Wisconsin's ECIA Chapter 1 Migrant allocations for FY'85 and FY'86 to the adoption and adaptation of California's Portable Assisted Study Sequence. In an action that will address the problem of the ease with which migrant students have dropped out of school in the past, the Wisconsin legislature has ordered that beginning the 1986-87 school year, Wisconsin school districts will identify children at risk and develop a plan to meet their needs. The new language in Wisconsin's Statute 118.153 requires Wisconsin's school boards to develop and offer a modified program to every student before permission can be given for the student to drop out of school. In fiscal year 1986, the twentieth year of migrant

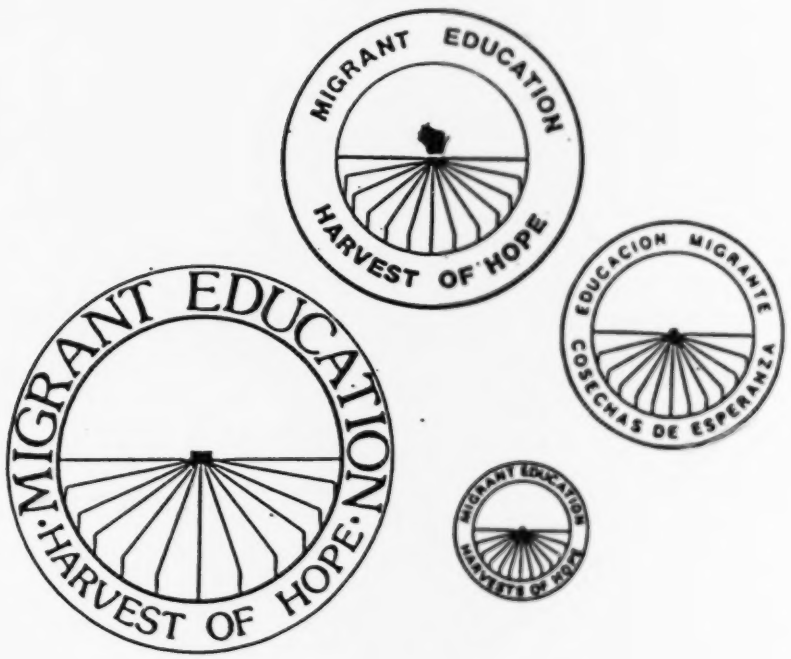
programming, the Wisconsin Department of Public Instruction (D.P.I.) will spend $43,450.00 to conduct specific activities of identification, recruitment and record keeping for which the state is responsible; the balance of the grant, $1,116,912.00, will be used to fund programs of direct instruction and appropriate support services operated by LEAs and CESAs. Coordination of regular district and Chapter 1 programming within local school districts is required. Supplanting or replacing local or state mandated educational services with federal Chapter 1 programs is prohibited by the regulations. Migrant students who are present during the regular school year when compulsory attendance laws are in effect, or who are able to attend school during the hours that LEAs provide summer programs to resident children, must be given the opportunity to participate in those programs before any supplementary Chapter 1 services are offered.

SUMMARY: PART TWO

Chapter 1 of the Educational Consolidation and Improvement Act of 1981 makes federal funds available to state educational agencies to meet the specific educational needs of children of migratory agricultural workers. The monies allocated to individual states are determined by the numbers of eligible students identified in the previous year on the Migrant Student Record Transfer System and by the state's submittal of an approvable program plan to the U.S. Department of Education. The FY'86 Wisconsin State Plan requests an allocation of $1,160,362.00 to meet the needs of 1,700 currently migratory and 900 formerly migratory children in the 1985-86 school year. Included in that figure are more than 500 students of secondary school age. The national success of the Chapter 1 Migrant program in the development of instructional programs and the involvement of parents in the education of their children has demonstrated that this federal program can provide valuable assistance to currently and formerly migratory students. Although the ECIA legislation establishes priorities that place services to elementary and secondary school-aged currently migratory students before school-aged formerly migratory

students and eligible preschool children, the majority of Chapter 1 programs, both in Wisconsin and across the country, have met the needs of students of elementary school age. Special programs such as California's Portable Assisted Study Sequence are needed to help the junior high and high school age students who are struggling to overcome the obstacles to school achievement created by their need to work in the fields of Wisconsin and other states during regular school hours and by the interruptions to their educations caused by the high mobility of the family's seasonal employment.

(Part Two of this paper was prepared for the Special Needs Section workshop at the Wisconsin Association of State and Federal Program Specialists' Fall Conference on November 7-8, 1985 in Madison, Wisconsin.)



The logo for the migrant education program was introduced in 1984 at the National Conference on Migrant Education in San Francisco, California.
The converging lines at the bottom of the logo represent rows of crops stretching toward the horizon.
The field in the logo also represents a partially opened book, seen from the top.
The furrows are the pages of the book.
The half circle above the horizon is a representation of the sun.
The sun represents not only the sun associated with work in the fields, but also the light of knowledge and success awaiting the student who is allowed to earn an education.

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PART THREE

The Department of Public Instruction administers twenty Chapter 1 Migrant summer and sixteen academic year programs in Wisconsin schools. The programs, operated by local school districts and Cooperative Educational Service Agencies, provide educational and support services to approximately 2,300 currently and formerly migratory children each year. The greatest numbers of children served in Chapter 1 Migrant summer programs are students between the ages of five and eleven who attend full day programs for six weeks. As required by the federal regulations, programs are offered in every school district having a significant concentration of currently migratory children. Elementary programs hire bilingual staff members based on the language needs of the children. Whenever possible, summer migrant programs are conducted in conjunction with regular district summer school programs, where migrant children receive the same services as other resident students; programs conducted exclusively with ECIA Chapter 1 migrant funds are limited in enrollment to children who are eligible according to the federal definitions of currently and formerly migratory children.

All programs begin with a local procedure for identification and recruitment of students. Wisconsin certificates of eligibility are forwarded to the state office where student identification data are transmitted to the Migrant Student Record Transfer System in Little Rock, Arkansas; student MSRTS educational and health records are mailed from Arkansas directly to the local school. Every project has a director or site coordinator, a person responsible for recruitment,and an appropriate number of certified teachers, teacher aides, and support personnel to meet the needs of the students. Support staff may include bus drivers, cooks, nurses, librarians and any other people considered necessary to deliver a program of sufficient size, scope and quality. Evaluation by students, parents, local and state staff have consistently demonstrated the programs to be successful. No two projects are exactly alike. Some projects operate during the day, others at night, depending on the population to be served. Chapter 1 Migrant programs include daycare and preschool services when other preschool programs are not available. The majority of the programs serve elementary school age children less than twelve years old, children who are not old enough to work.

Students who are twelve years old have reached the

legal working age and are usually working in the fields and orchards with their parents. These children are seldom able to attend summer school during the day. Where the migrant families have come to work in canning factories, students are able to attend day programs until they are sixteen and old enough to be employed by the cannery. Wisconsin's Title I and Chapter 1 programs have provided special day and evening summer programs for working students since 1972. These secondary level programs have consisted of classroom instruction in basic skills and a variety of vocational courses as well as classes in English as a Second Language for those students who needed them. Migrant junior high and high school programs have attracted large numbers of students. In some districts with reasonably stable migrant populations the classroom approach worked well; in others, where the local migrant population changed weekly, if not daily, the classroom approach was only partially successful. Every Chapter 1 Migrant program helped students to improve their basic skills, but not every program could provide classes that could be taken for credit, classes that would, eventually, result in graduation. In some cases the problem was that a CESA, rather than a school district, operated the program but could not grant high school credit. In other situations there

were students who needed specific courses to meet graduation requirements, courses that were neither available or needed on a full classroom basis. In 1983, the Wisconsin Chapter 1 Migrant office acknowledged its need for a special secondary level program of individualized instruction. Wisconsin had demonstrated a need for a program that could be taken for credit by any secondary migrant student, anywhere in the state, at any time.

The Wisconsin PASS and the Mini PASS programs were developed to meet the unique educational needs of junior high and high school age migrant students. The eventual successful adoption of the California PASS program for students in grades nine through twelve and Wisconsin's unique adaptation of the correspondence program principle to the Mini PASS program were the results of the involvement of many professional people in Chapter 1 Migrant activities designed for interstate coordination. The groundwork had been laid over several years by participation of Wisconsin state personnel in special visits to Texas high schools for the purpose of coordinating the transfer of secondary credit. Wisconsin local personnel were also represented in Texas exchange visits.

Representatives of Wisconsin and other states were invited to Texas by the Interstate Migrant Secondary Services Program, the Section 143 Chapter 1 Migrant grant

administered by the State University of New York at Oneonta; the IMSSP program funded and arranged the travel. Once in Texas, the school personnel representing the different states divided into small groups and traveled to the school districts which were homebases to their students. Wisconsin personnel visited Texas high schools in Brownsville, Donna, Edinburg, McAllen, Pharr, San Juan, Alamo, Rio Grande City, Del Rio, Carrizo Springs, Crystal City, and Eagle Pass. Wisconsin educators learned local Texas requirements for graduation and provided answers to the questions of Texas school personnel regarding the instructional programs in which their students participated while they were migrating. Texas personnel also informed their visitors of the individual Texas school policies for late arrival and early departure of migrant students. School policies for migrant students varied widely regarding the districts ability to hold spaces open in classes for students returning late in the fall, the district policies for first semester work to be made up in special after school Chapter 1 Migrant programs, and the policies for early withdrawal from high school in the spring. The information gathered on Texas policies by the interestate personnel was published by the IMSSP for use by all migrant programs. The IMSSP also sponsored a visit to the state of Washington where the

PASS program had been adopted. Many of the arrangements for visits to Texas schools by out of state personnel were made by the Texas Migrant Intra/Interstate Migrant Program office at Pharr, Texas, a regional Chapter 1 Migrant Office funded with regular Section 141 monies by the Texas Education Agency. The TMIP personnel accompanied the groups of educators and provided additional TEA information. The TMIP office is available to migrant educators at all times of the year to provide contact and follow-up services for all migrant students in the lower Rio Grande valley and to aid contact with the valley's junior high and high school counselors.

A second interstate coordination activity that contributed to the successful PASS adoption in Wisconsin was participation in stream and national conferences. Wisconsin personnel were present at the first annual Central Stream Migrant Education Leadership Conference in South Bend, Indiana, where the Arkansas PASS adoption was presented in one of the workshops. A later central stream meeting in St. Paul, Minnesota was used to disseminate the Wisconsin PASS adoption in 1985. Wisconsin participated in the National Conference in 1985, when the Interstate PASS Committee met to exchange successful and innovative adaptations made by adopting states and to expand the program by providing information to

interested personnel from other states. The interstate cooperation of Chapter 1 Migrant personnel made the Wisconsin program possible.

Wisconsin began its participation in PASS with a pilot program at three sites in the summer of 1984. Administered by the Cooperative Educational Service Agency #8 in Gillett, Wisconsin, a PASS program of semi-independent study was offered in Baileys Harbor, Lena and Shiocton. The PASS courses taken in the 1984 pilot program were American Government, Basic Skills, Color and Design, Consumer Math, English Ia, IIa, IIb, IIIa, and World History; the Mini PASS courses were Remedial Reading and Math. State certified secondary level teachers were hired to work part time in the evenings with students. Some students were served at home and some served in schools. Twenty-three students were served in the summer of 1984, and one migrant student was able to graduate in the spring of 1985 due, in part, to her participation in the program. The Shiocton School District was the first in Wisconsin to grant credit to a student for PASS work that resulted in graduation.

Following the three successful pilot programs, the PASS and Mini PASS programs were implemented state-wide in the summer of 1985. Full implementation was carried out by the Chapter 1 Migrant staff at CESA 8. The CESA 8

migrant director was assisted in the coordination of the program by a consultant who had served as a certified teacher in the 1984 pilot program. The decision to provide state-wide PASS and Mini PASS service required the development of a dissemination plan. The PASS program was a significant change from the classroom type approach taken in most of the secondary programs. The first presentation was made to the directors of local projects at the Chapter 1 Migrant Administrator's Workshop in February, 1985. The presentation consisted mainly of a reporting of the pilot project success and an announcement of scheduled regional awareness sessions where details would be provided. Two regional awareness sessions were held for program employees and other interested Wisconsin educators in the month of March. The awareness sessions provided school personnel with an opportunity to examine the complete instructional units and to verify for themselves the educational integrity of the program. The PASS director, the project consultant, and the pilot program teachers and site coordinators were available to answer questions and describe the procedures and variety of approaches taken to meet the individual needs of the students. The first regional meeting was recorded on video tape and portions of the first meeting were played at the second meeting to ensure the exchange of the

greatest amount of information.

Eventual success of the project depended on the cooperation of Chapter 1 Migrant staff members and the counselors and administrators of the Wisconsin public school districts. A PASS/Mini PASS workshop was held at the state inservice program in June for all administrators, coordinators, teachers, and teacher aides who would be working with the PASS program in the summer. Teacher handbooks were distributed and all of the course materials were available for review. The inservice for staff recruiters took place in May when special instructions for the identification and recruitment of PASS students were presented. The Checklist for Recruiters, one of the forms created by CESA 8 personnel for the PASS program, included instructions for completing the Wisconsin PASS Enrollment form; other documents developed to assist in the orderly operation and management of the PASS/Mini PASS program were the Wisconsin PASS Enrollment Form, Here Is Your Ticket To A Passing Grade (student contract), A PASSing Glance (informational brochure), Parents and PASS (local information), Checklist for Contacting Homebase School, Wisconsin PASS Official School Record, PASS Teacher Daily Log, Recommendations for Effective Use of Materials, PASS Course Materials Request form, PASS Curriculum Evaluation form, PASS Teacher

Handbook, School District Credit Provision Agreement, and a PASS Student Profile. The student profile was compiled to assist local recruitment personnel in the identification of candidates for the program. The profile described a PASS/Mini PASS candidate as an eligible Chapter 1 Migrant student whose schooling had been interrupted, who had been retained in the past, who was credit deficient, or, who had home or work responsibilities which kept her or him from attending classes on a regular schedule. Also mentioned within the profile were whether or not a student had an adequate study area at home, whether a student appeared to have peer support, and whether parent support was evident. Recruiters were aware that PASS candidates needed to be motivated to work independently; Mini PASS students, who are younger, are expected to require additional support.

Some of the independent study PASS course materials were used in Wisconsin exactly as they came from either California or Washington; with others it was necessary for the PASS consultant to make modifications. Materials for each course were reviewed as they arrived, and areas in which the course content might need to be modified to meet Wisconsin practices or policies were identified. When the course packets were ready, the consultant arranged for materials to be duplicated and for

the commercial books and other items included in the course instructional kit to be purchased. It was necessary to anticipate which of the courses would be requested by the students and to estimate the numbers of each course and the units within the courses that would be needed for the coming summer programs.

In addition to preparing the high school PASS materials, the CESA 8 staff expanded the courses available in the Wisconsin Mini PASS program for junior high school age students. Because only the remedial reading and math programs were available at the junior high level during the pilot program, it was necessary to expand the Mini PASS offerings. Twenty-one semester offerings in reading, language arts, and math courses for grades six, seven, and eight were available in the summer of 1985. Seventh and eighth grade Mini PASS course work was designed by the consultant to correspond to the Chapter 75 Curriculum, Essential Elements for Grades Seven and Eight of the Texas State Board of Education.

As part of a national reform movement, Texas school reform included new requirements for promotion in junior high. Beginning in the 1985-86 school year, seventh and eighth grade students were required to complete two units of English, two of math, and one each of life science, earth science, physical education, Texas

history and U.S. History plus one-half unit of computer literacy before promotion to ninth grade. These specific requirements made general basic skills classes previously offered to Wisconsin's junior high school summer students inappropriate and increased the need for counseling and homebase school coordination at the beginning of the school year. In addition to taking the new required units, junior high school students failing two or more of the six subjects required in each year are required to repeat the full year of that grade. The importance of successful junior high school completion to the prevention of dropping out made the Mini PASS units more valuable to the program than originally anticipated.

The PASS/Mini PASS program was made available to all Chapter 1 Migrant projects serving junior high and high school age students in June of 1985. In June, the PASS course inventory included seven levels of English, three of science, seven of social studies, four of math, one of art and one each of work experience, learning skills and basic study skills; twenty-five semester courses in all that could be taken for credit by Wisconsin's migrant students. Program participation began with identification by a local recruiter who gathered homebase school data from the student or from her (or his) parents. This homebase school data was

used by the coordinator, teacher, or counselor to determine which courses were most appropriate to offer. In situations in which a student would be better served by a General Educational Diploma (GED) preparation program, the site coordinator or counselor was able to assist the student in locating those services. The Wisconsin Vocational, Technical and Adult Education System, VTAE, and the UW-Wisconsin-Milwaukee High School Equivalency Program, HEP, are two sources of GED preparation.

Until 1985, it was necessary for site coordinators to contact homebase schools of the students to determine which courses the students needed for graduation ; recent completion of the MSRTS Secondary Credit Accrual Matrix will reduce the number of schools to be contacted by Wisconsin personnel in the future. PASS and Mini PASS students were assigned to programs of home instruction which met twice weekly or to programs that brought students to school two nights a week. The 1985 PASS and Mini PASS programs provided semi-independent study courses to one hundred and forty-two eligible Chapter 1 Migrant secondary students in twelve Wisconsin school districts.

PART THREE: SUMMARY

The formal development of an independent study program for junior high and high school migrant students in Wisconsin began in 1982. The Interstate Migrant Secondary Services Program acted as the fiscal agent for the cooperative exchange of Chapter 1 Migrant secondary school personnel between Wisconsin and Texas in 1983, 1984 and 1985 and provided resources needed for the coordination of PASS project adoptions and adaptations. An interstate PASS committee was formed at the National Chapter 1 Migrant Education conference in New Orleans, Louisiana, in 1984 by the states of California, Washington, Arizona, Oregon, New York and Arkansas.

PASS and Mini PASS, semi-independent study, correspondence type programs of junior high and high school courses which can be taken for credit toward grade promotion and graduation by migrant students working as field or cannery workers, were implemented in Wisconsin in 1985 for the Department of Public Instruction by CESA 8. Chapter 1 funded, state licensed teachers provided instructional tutoring to migrant students in their homes or at central school locations. Twenty-five semi-independent study PASS courses and twenty-one

Mini PASS classes in required English, social studies, science and mathematics classes, as well as in a variety of elective subjects, were available.

To ensure that students fully benefit from a PASS course, students must be registered in a high school where credit can be placed on an official transcript. Successful PASS students must be motivated to work independently between visits from the teacher; Mini PASS students are expected to be younger and to need greater assistance with their assignments. Parent support is an essential part of this alternative approach to secondary education. Students must set and keep scheduled home or school appointments with their teachers and there must be an appropriate work area ready within the home when the teacher arrives. Often this means that parents must adjust family activities to permit the student to give full attention to her or his lesson.

A variety of useful documents for use by school officials, parents, and students were developed by the CESA 8 staff to facilitate the successful completion of each PASS or Mini PASS unit. Wisconsin's first Chapter 1 Migrant student to have credits earned in a PASS program included in her official school transcript was a guest of honor on July 20, 1985, at the annual Migrant Graduate Recognition Ceremony sponsored by the State

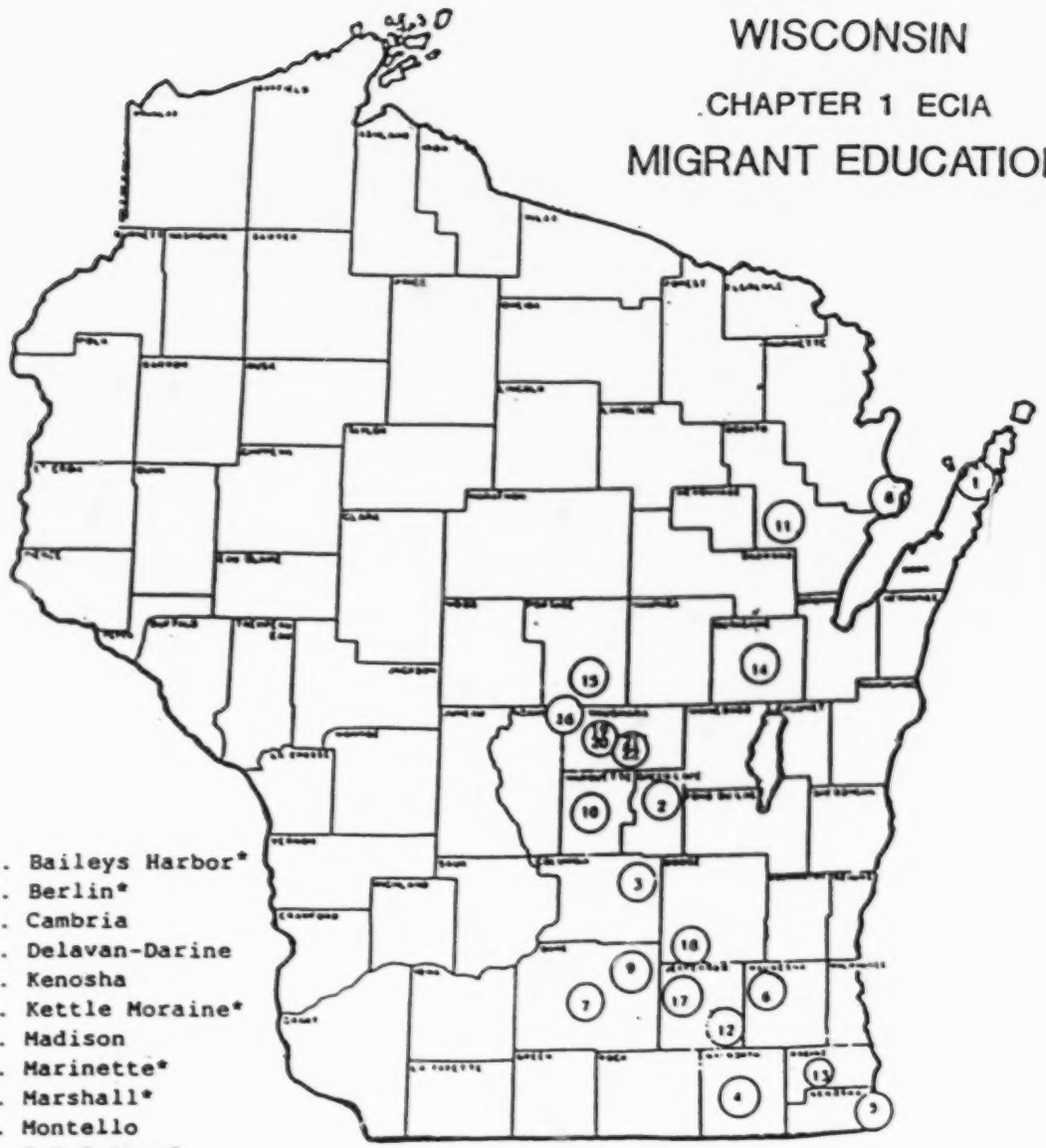
Superintendent's Advisory Council on Migrant Education; her diploma was awarded by the Shiocton School District. One hundred and forty-two students participated in PASS and Mini PASS programs in 1985.

(Part Three of this paper was prepared for presentation at the Texas Migrant Interstate Program secondary credit exchange follow-up meeting in Pharr, Texas on November 18 and 19, 1985.)

WISCONSIN

CHAPTER 1 ECIA

MIGRANT EDUCATION



1. Baileys Harbor*
2. Berlin*
3. Cambria
4. Delavan-Darine
5. Kenosha
6. Kettle Moraine*
7. Madison
8. Marinette*
9. Marshall*
10. Montello
11. C.E.S.A. #8
12. Palmyra-Eagle*
13. Raymond Jt. 1
14. Shiocton*
15. Stevens Point
16. Tri County*
17. Waterloo*
18. Watertown*
19. Wautoma Elementary
20. Wautoma High*
21. Wild Rose Elementary
22. Wild Rose High *

*Indicates Chapter 1 Migrant Projects in Wisconsin School Districts with PASS Mini PASS Programs.

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PART FOUR

The Interstate Migrant Secondary Student Program junior high and high school student survey found that the holding power of school is enhanced by social activities, access to computers, the compatible scheduling of work and school hours, counseling and career exposure and respect for cultural heritage. The PASS and Mini PASS courses may, when properly planned, meet all of those needs. PASS programs require that students demonstrate some degree of motivation to learn on their own. The teacher is present twice a week and the student is required to spend additional time independently completing homework assignments.

Courses meet Wisconsin and Texas graduation requirements and are taught by staff members with state certification in the content area. The courses presently available in Wisconsin require that the students read and write English. Bilingual programming, always a possibility, depends upon the recruitment of bilingual certified and paraprofessional staff. While there are limited numbers of teachers who are bilingual in English and Spanish working in rural Wisconsin during the school year, summer programming presents

opportunities to bring bilingual personnel from other locations to rural areas and to develop programs that demonstrate respect for the cultural heritage of the students. Bilingual instructional opportunities depend entirely upon the personal language abilities of the teachers and aides using the present PASS and Mini PASS materials.

One limitation of a totally home study program for junior high and high school students is the lack of social interaction. In the summer, when the greatest numbers of currently migratory students are present in Wisconsin, appropriate school activities presenting opportunities for social interaction may be scheduled into local PASS and Mini PASS programs. Day school sponsored social and other special educational events can be planned to include as many of the semi-independent study students in the area as possible. Student access to computers can also be provided in the special events for home study students; for students studying twice weekly in a centralized location, appropriate instructional computer hardward and software can be available to supplement the PASS and Mini PASS materials. Home study programs must be particularly careful to provide minority students with opportunities for full participation in curricular and extracurricular activities.

One of the most positive features of the PASS program is the unavoidable involvement of parents and other family members in the home tutoring instructional program. A parent or other significant person selected by the student acts as a party to the student contract. The contractual arrangement includes assuring the student that there will be a place to do homework and to take lessons. Parents and other family members cooperate by giving the student and teacher the private and quiet atmosphere needed for study and instruction. Home visits also give parents and teachers an opportunity to share information on the student's progress and to provide support to the student during difficult units of study as well as during heavy periods of work.

A distinctive feature of the semi-independent study PASS and Mini-PASS programs is the student's ability to change study and work schedules. This change in schedules may be one from sunny days to rainy days or from one shift to another in a canning factory. A schedule change may also be caused by home responsibilities. The student can adjust her or his hours of study to facilitate employment and to make a contribution to the family. The Ticket to PASS and the Parents and PASS brochures include a telephone number where the teacher can be reached if a scheduled lesson has to be changed.

School age parents and students who are responsible for the care of younger brothers and sisters benefit from semi-independent study courses in which the teacher comes to the home. The ability to work at home has made the PASS and Mini Pass program particularly valuable to those female students who might not otherwise be permitted to attend late evening programs at schools or to participate in residential programs such as High School Equivalency Programs which require students to attend day classes or to reside in a college dormitory setting.

As noted by the students, career exploration programs and counseling and guidance activities are needed in addition to the individual instruction to attract students to the program and to maintain their interest through graduation. PASS programs can be combined with special weekend career exploration fairs and other school activities that also provide students with opportunities for contact with their peers. External motivation to complete high school created by Chapter 1 staff members, is necessary to expand the often limited career objectives of migrant students. Some students are the second or third generation of migrant workers within their families and, although crop changes, mechanization and the use of pesticides and other farm chemicals have reduced the need for migratory laborers in Wisconsin, these

students may continue to view themselves as able to go to other states where agricultural employment opportunities exist. One of the primary goals of the Chapter 1 Migrant program is to demonstrate a respect for farm labor and to make farm labor a conscious personal choice, not the result of circumstances and limited education, for all migrant students. Future professions in modern agriculture will require students to have the post secondary educational experiences that first require a high school diploma.

The delivery of full support services is necessarily limited in a PASS program. When students are transported to a central school location, meals can be served and limited on-site health services can be provided; services are still limited, however, due to evening hours. Home study program support relies almost entirely on referrals to other agencies where nutrition and other health needs may be met.

The PASS and Mini PASS programs are supplementary educational programs and are supplements, rather than substitutes for public school attendance by children of compulsory attendance age during the regular school year. When an alternative study program funded by the district is offered to a student considering dropping out of school, a Chapter 1 PASS program would be an

appropriate supplement. For students who have already dropped out, PASS and Mini PASS program participation requires the identification of a school that will grant credit for completed course work; that school can be the homebase school. Contact with the homebase schools, which is relatively easy to accomplish during the school year, is often difficult during the summer. Some homebase schools do not have summer programs or staff, and others are staffed for only part of the day. Efforts to reach homebase school counselors to verify student records or to establish an agreement for the acceptance of PASS coursework for credit are time consuming tasks. Due to the high number of incompleted attempts to contact homebase schools, a central point for telephone and written homebase school communication was recommended at the 1985 State Chapter 1 Migrant Evaluation conference.

Team teaching experience was another successful component of the PASS and Mini PASS programs. Families of currently migratory students frequently live in housing provided by employers. These living areas, or migrant camps, may be home to a small or a large number of families. When more than one child in a family or when several children within a migrant camp are working on semi-independent study units, a team of teachers may

visit the homes. Team visits permit parents to schedule fewer interruptions to family activities within the week and reduce professional travel expenses in the program budget. Team teaching also relieves feelings of isolation for teachers and students that occur in independent study programs. A benefit of individualized home or school semi-independent instructional programs is that they permit the selection of relevent supplemental reading materials and the opportunity to choose discussions that are interesting to the student. Individualized instruction provides the teacher with the opportunity to spend additional time on concepts that the student finds difficult and to move quickly over materials already mastered by the student; these opportunities do not exist in traditional classroom settings.

Chapter 1 Migrant PASS and Mini PASS programs do not replace local programming. Both in 1984, the year in which the pilot was conducted in Baileys Harbor, Shiocton, and Lena, and again this year in the expansion of PASS and Mini PASS to twelve Wisconsin sites, the involvement of local high school teachers, counselors, and principals has been critical to the success of the project. Future plans include the expansion of the program to reach more than the one hundred forty-two migratory junior high and high school students served in 1985.

Because the IMSSP funding expired in September of 1985, Wisconsin is developing an application for Section 143 interstate coordination funds to disseminate the PASS and Mini PASS programs to additional sites in Wisconsin and to other states in the central migrant stream.

PART FOUR: SUMMARY

The Wisconsin Chapter 1 Migrant PASS and Mini PASS semi-independent study courses permit local projects to provide appropriate programs of individualized instruction to migratory students. PASS and Mini PASS courses meet the requirements for junior high school grade promotion and for credit accrual toward high school graduation in Wisconsin and in homebase states. The success of this semi-independent study program depends upon meeting the extracurricular as well as the curricular needs of the students. Care must be taken by professional and paraprofessional staff members to ensure that student motivation is maintained and to prevent feelings of isolation that may occur in a home study program.

Parent involvement is a key component in the success of PASS and Mini PASS and one that requires continued support by local and state programs. The delivery of appropriate support services is difficult and requires special efforts from program coordinators. The coordination of Chapter 1 Migrant supplemental programs and regular Wisconsin public school district services is as critical to student success as is the continued coordination of interstate cooperation in Chapter 1 Migrant activities.

Los niños...
son nuestra única esperanza. Son como semillitas que nosotros hemos sembrado en sus escuelas. Ojalá se conviertan en fruto, estas cosechas de esperanza.

Our migrant children...
they are our only hope. Like seedlings, they have been sown in your schools. It is our wish they blossom into harvests of hope.

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APPENDIX

Felicedades. Ya ustedes se han graduado de la escuela secundaria. Ustedes, como estudiantes, han llegado a un punto academico que solo acaban un cincuenta por ciento de los estudiantes hispanos. Aproximadamente la mitad de los jovenes hispanos no llegan a este nivel. Aún más especificamente, se dice para los estudiantes que trabajan como migrantes, solamente un veinte por ciento se graduan de la secundaria. Lo mas cierto es que cada uno de ustedes conoce a alguien que ha abandonado la escuela antes de recibir su diploma. Entendemos que no todos los migrantes so hispanos, ni vice versa. Hoy nosotros, sus padres y sus maestros, somos orgullosos. Somos orgullosos de su destreza academica y esperamos que cada uno de ustedes va a continuar su educación al proximo nivel. Tambien les pedimos su ayuda.

Preguntense: que va a pasar con los estudiantes de su edad que no recibieron un diploma? Mientras ellos tienen menos de 21 años de edad pueden asistir a la escuela capitulo uno migrante. Como sabe por lo menos una de ustedes, el estado de Wisconsin tiene un nuevo program para los jovenes que no pueden asistir a la

escuela por necesidad de trabajar pero que todavia quieren continuar su educacione. Este programa neuvo se llama PASS. En inglés, Portable Assisted Study Sequence. En Español, estudio portatíl en serie con ayuda del maestro. Una estudiante de Shiocton está aqui ésta noche gracias en parte a su experiencia en el programa de PASS.

El viejo titulo uno de la ley de 1965 de Educación de Primaria y Secundaria se llama ahora capitulo uno de la ley de 1981 de Consolidación y Mejoramiento de Educación. En realidad no habian muchos cambios en la ley. Todavia el estado recibe fondos federales para mejorar el programa educativo por medio de methodos como la instrucción bilingüe, asignaturas remediales, e instrucción individual. Tambien la ley permite servicios de salud, de alimentación, y de transporte.

Basicamente, aqui en Wisconsin, tenemos programas de ensenañza de los artes linguisticas que incluyen hablar y entender, la lectura y la escritura en dos idiomas. En las oficinas del estado debemos de desarrollar proyectos que satisfacen las necesidades especiales educativas de los niños migratorios. Por eso, los programas no son los mismos en todas partes. Las necesidades de los estudiantes de Wild Rose son diferentes de ellos de Waterloo o Shiocton, y asi los programas son diferentes. Algunos estudiantes continuan de mudarse fuera del estado, y otros no. Ustedes saben que

un niño puede ser definido como migratorio por cinco años despues de que sus padres quedan en un lugar. Para aquellos que se mueven, la cooperación entre los estados es necesaria en planear tales programas para asegurar cierto grado de continuación educativa. Eso, tambien, es parte de la ley.

El PASS, este nuevo programa, este estudio portátil con ayuda del maestro, puede servir como una segunda oportunidad para los "dropouts". Si usted tiene una amiga o un amigo que no puede siempre asistir a la escuela pero quien quiere graduarse de la secundaria, especificamente un estudiante menos de 21 años de edad con la habilidad de hacer los tareas casi independiente, puede ser que PASS será bueno para ella. Ustedes, los graduantes, pueden ayudar a sus amigos en explicares a ellos que, quizas, hay otro metodo de llegar a la meta de graduación. Que es PASS? Es un serie de cursos que el estudiante sigue independientemente en casa con ayuda ocasional del maestro. La maestra viene dos veces por semana a la casa del estudiante para ayudarle con sus tareas y tambien para evaluar su progreso. Evaluación es generalmente en forma de una prueba escrita. PASS ofrece clases en Inglés, Ciencia, Estudios Sociales, y Matematicas en los grados 7-12. Es un programa de

credito en los grados 9-12. El trabajo es reconocido de un estado a otro. Uno puede empezar en Wisconsin y terminar in Texas o Florida. Cierto que no es fácil. Requiere que el estudiante sigue todos los cursos requiridos por la secundaria. No es un "GED". Ustedes, los huespedes de honor de ésta noche, les pedimos su ayuda en decircles a sus amigos que han abandonado la escuela que se pongan en contacto con un programa capitulo uno migrante para que sepan si el programa de PASS pueda ayudarles a ganar el premio del diploma.

Esperamos que ellos puedan sentarse un dia donde se sientan ustedes ahora en un programa para reconocer su exito. Nos juntamos esta noche para reconocer su exito. Otra vez, felicedades a ustedes.

(The above speech was given at the State Superintendent's Advisory Council on Migrant Education recognition ceremony for migrant high school graduates in Wautoma, Wisconsin, in July of 1985.)